



Bluffview Montessori

Adopted: **DRAFT** for 10/23/25 Board meeting

Position

Local Literacy Lead

Fair Labor Standards Act Status

Exempt

Position Overview

The Local Literacy Lead supports district/charter implementation of the Minnesota READ Act legislation at the local level. The Local Literacy Lead is an individual licensed by Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Department of Education in structured literacy who has expertise in working with educators as adult learners.

Licensure and Certification Requirements

- Minnesota teaching license in Elementary Education
- Licensed by the Professional Educator Licensing and Standards Board (PELSB) as a teacher of reading, a special education teacher, or a kindergarten through grade six teacher

Education and Experience Preferences

- MA/MS in education, reading, special education, or related field
- LETRS/CORE OL & LA/CAREIALL certification or certified facilitator
- Experience in English Language Arts instruction or related fields such as psychology and speech-language pathology
- Experience planning, implementing, and evaluating district wide initiatives and professional learning
- Experience in working with diverse groups, leadership teams, addressing inequities and supporting change and transformation in systems
- Data Collection/Analysis

Essential Functions

- Collaborate with administration, Regional Literacy Lead, and the Minnesota Department of Education
- Provide support to school-based staff/coaches



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- Support the implementation of Structured Literacy, interventions, curriculum delivery, and teacher training and professional development
- Ensure and support with the development of personal learning plans for students unable to demonstrate grade-level proficiency
- Ensure the training paraprofessionals and other support staff to support classroom literacy instruction

Duties and Responsibilities

- Maintain a working knowledge of and implement Minnesota State Standards, Montessori philosophy and pedagogy, classroom management techniques, current researched best practices and strategies, as well as students' learning styles and needs, both academic and affective
- Support implementation of evidence-based Structured Literacy practices in pre-K through grade 8 to improve literacy outcomes for all students with particular attention to those who have been persistently underserved and marginalized
- Support district efforts to administer required universal and dyslexia screening tools and data submission to MDE
- Ensure district staff are trained on and administer an approved universal screener
- Provide data literacy supports to ensure data analysis informs instruction and interventions
- Support inclusion of summary data in Local Literacy Plan submissions due annually on June 15
- Support district implementation of dyslexia screening and identification of students with characteristics of dyslexia
- Provide professional development on Structured Literacy, evidence-based practices, intervention, dyslexia and screening
- Support data collection and analysis to effectively inform instruction to support student growth and achievement across all Tiers
- Support the selection process and implementation of evidence-based curriculum and materials through horizontal and vertical alignment to the Minnesota English Language Arts standards
- Support the development, implementation, evaluation and submission of the annual Local Literacy Plan
- Support in providing parent/family notification for students not reading at or above grade level including the student's reading proficiency level, reading-related services, and strategies for families to use at home to support the student
- Work collectively with peers in reflecting on personal learning and how that learning supports student achievement and growth of students



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- Uphold the vision, mission, and core values of Bluffview Montessori
- Assess own instructional effectiveness through the professional development process
- Participate in all required staff, team, and individual professional development while working to support school goals
- Perform other duties as assigned by supervisors

Knowledge, Skills, Competencies, and Abilities

- Comprehend and follow instructions
- Understanding of curriculum and Minnesota English/Language Arts Standards
- Understanding of how the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework serves as the overarching infrastructure within which evidence-based literacy practices are operationalized in order to maximize student outcomes
- Perform repetitive tasks
- Maintain work pace and accuracy
- Synthesize and analyze complex data
- Perform work activities requiring negotiating, explaining or persuading skills
- Communicate effectively with students, parents and colleagues
- Plan, direct, manage, evaluate, and supervise others

Physical Demands:

Activity	Frequency
Grasping/handling	Constantly (80%-100%)
Reaching Forward	Frequently (55%-79%)
Reaching Overhead	Occasionally (10%-29%)
Speaking and Listening	Constantly (80%-100%)
Sit at table/on floor	Frequently (55%-79%)
Crouch, stoop, climb, balance or run	Periodically (30%-54%)
Stand, walk	Frequently (55%-79%)
Lift/carry up to 10 lbs	Periodically (30%-54%)



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Lift/carry up to 50 lbs	Seldom (1%-9%)
View computer monitor/media	Periodically (30%-54%)
Exposure to seasonal weather	Occasionally (10%-29%)

Special Requirements

Final appointment to this position will be contingent upon passing a criminal background check.

Equal Opportunity Employment

Bluffview Montessori School is an equal opportunity employer and is committed to an inclusive workplace environment.

Additional Employment Statement

This job description is not an employment agreement or contract. Administration and the Board of Directors have the exclusive right to alter this job description. The statements contained herein reflect general details as necessary to describe the primary functions of this job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise balance the workload.

Signature

Date